

# Summer Break

## At the seaside

Deep inside me lurks the solid working-class belief that a holiday, if it is to count, must include the three vital elements of sand, sea and promenade—with the pier as an optional extra.

When I was a boy it was Blackpool. In fact, for a time I thought Blackpool was the only place on earth where the sea touched the land. When people talked of "going down South" for their holidays, I thought they meant the south-end of Blackpool, and I puzzled my little head for ages over their odd little belief that it was warmer down there.

Now, although I still believe that the best fish and chips in the universe are fried along the Golden Mile, I have mellowed and no longer look for sunbathers, quiet and a little cooler on the beach. So it is that each summer for some time past has seen us down here in Dorset. There are not many piers, and piers are not in vogue these days, but we are still at the seaside.

I suppose most of the people on any beach would say that they were there mainly for the sake of the children. This being so, we seem remarkably tolerant of them. The forehead, when it is not oozing with the sweat of transistor radios, rings to the sound of slaps, admonitions and cries.

Right and left, children are being doused in ice cream, forced to eat unwanted jammed meat sandwiches, vigorously rubbed with sand-lupregmented towels and generally harassed by over-enthusiastic adults. Time and time again a child wails:



Roth "I don't know where they got our latest maths teacher, but every time we give a right answer, he throws us a wet fish."

ing towards you with his parents will suddenly exhibit the explosive forward thrust of the pelvis which betokens the arrival of a terrific belt on the backside.

This evening I passed a woman who was carrying her toddler with apparent Madonna-like tenderness along the sea front. As she drew level, I heard her whispering to some one in the Navy uniform: "EST little girl in the WHOLE WORLD."

## Museum piece

John Sales is curator of the small museum in Bridport. I mean an unkindness when I say that he looks the part—to see him standing benignly at his desk, half-naked in position as to understand the feelings of the little girl who asked him one day if he was God. In fact, though, he has a most un-God-like way with children.

I recall one little girl taking in him a probably quite insignificant clay pipe fragment which she had found. The pipe, he took over this—twoezers, magnifier, specimen bag, reference books—impressed me then as the act of a real educationalist and I have seen the same thing many times since.

His museum is all that a place of its kind should be—information centre, clearing house for voluntary groups, home for nostalgic items. The future, though, do not always flow in easily, and Sales expresses the worry of all curators when he says, "Why should people bring their old postcards and brooches when they can get good money for them in the market?" There is no money for purchases; "The only thing I have ever bought was a top hat for £3."

A lovely place, run with great enthusiasm by a very likable man. It prompts the question, of course, as to when any of us last entered our own local museum? Or whether we support it from school, and make use of it? At a time like this, with cuts going on all over the place, facilities such as these need all the support they can get.

Graham Creed is head of a small school in Dorset. In the middle of the most beautiful rural scenery in the world, the building is itself interesting, because it is really a thirteenth century church which, 100 years ago, was knocked down and moved from the next village to provide the new school. The back story for this school is clearly a thirteenth century mystery.

## Primary magic

To my eye, working as I do in a 300-pupil middle school, Creed's village school seemed very small, and yet wonderfully homely, like the domestic room in a crowded household. "Looking round the school" meant, just that—standing in one place and moving your head about. I was reminded irresistibly of the one-room schoolhouse of American legend, for although this



Small, sea and cliffs in West Bay, Bridport, Dorset.

School has an infant class and a junior class, the partition between the two spans a lot of its time standing open.

Schools like this are, of course, on the way out. This one is still there largely because there is no alternative short of a expensive building which would be a waste. He admits that smallness has its problems, but it is clear, too, that he is a man who loves the challenge which it brings.

Competitive teaching, vertical grouping, individual learning—all of these have not been introduced by the urban junior teacher—one part of the necessary stock in trade in the village schoolmaster, and have been ever since compulsory schooling began.

The setting in which Creed works is little short of magical. Clashed stone walls surround the playground, a horse chestnut tree shades the grass and behind the building the ground slopes up in form the perfect arena for outside assemblies. Seen from the top of this slope the village stretches out to form a scene unchanged for 200 years—give or take a television aerial or two and the Kawasaki motorbike parked at the crossroads. Not surprisingly, the school's work is closely integrated with the rural setting and the children spend plenty of time out and about.

It would be foolish, though, to suggest that the life of Graham Creed is so very rustic. How in private for the wide range of age and abilities is clearly a continuing worry. "The parents are very keen for their children to succeed academically," he says.

Always a man for hustling on the relevant bits of paper, Thornburn is able to produce long-term statistics which demonstrate that, at least in terms of examination results, Bridport children do considerably better at Cullfax than they did when they were split between three secondary schools.

Thornburn is an interesting man, the more so because he fails completely to give off the aura of the typical teacher. One clue to his personality obviously lies in the fact that his wartime experience clearly made a very deep impression upon him. The military turn of phrase comes easily and, as he says, "When you have commanded a company of tanks in action, nothing which happens in school can ever seem worth panicking about."

Fortified by that kind of outlook, he clearly revelled in the business of opening, all these years ago, one of the first comprehensive schools in the country. It was a time when all, when in L.E.A., let alone Dorset, had much experience of such things to draw upon. Incidents which would have horrified a non-hive served ruler to give him a precious fund of anecdotes which he retails with great relish.

His approach was then, and has remained, pragmatic. One of the commonest mistakes in education, he thinks, is to believe that what works in one place will necessarily work in another. Typical of the philosophy is the way that Cullfax has moved continuously from the first streaming of the early days to the mixed ability grouping which marks much of its work today.

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## Here's where it's at

I believe fervently in schools as the concept of the pupil and of the teacher. More and more, though, I become convinced that we who have the job of putting this notion into practice are being interrupted and too sure that we have the answers. So, although I enjoyed my very brief look at institutionalized learning here, I found in the end that perhaps the most educational thing I saw makes no claim to be a place of formal instruction.

Along the coast road to West month, overlooking one of the most beautiful and unspoiled stretches of coastline in Europe, there is a school belonging to the Othello Community. This is a Christian group which, like many others from the spiritless watersheds of the Second World War.

The Community has two centres—the other one is on the Essex coast. People come to them for spiritual refreshment—although religious conviction is not a prerequisite—and some are literally creating themselves after emotional and personal disasters of one sort or another.

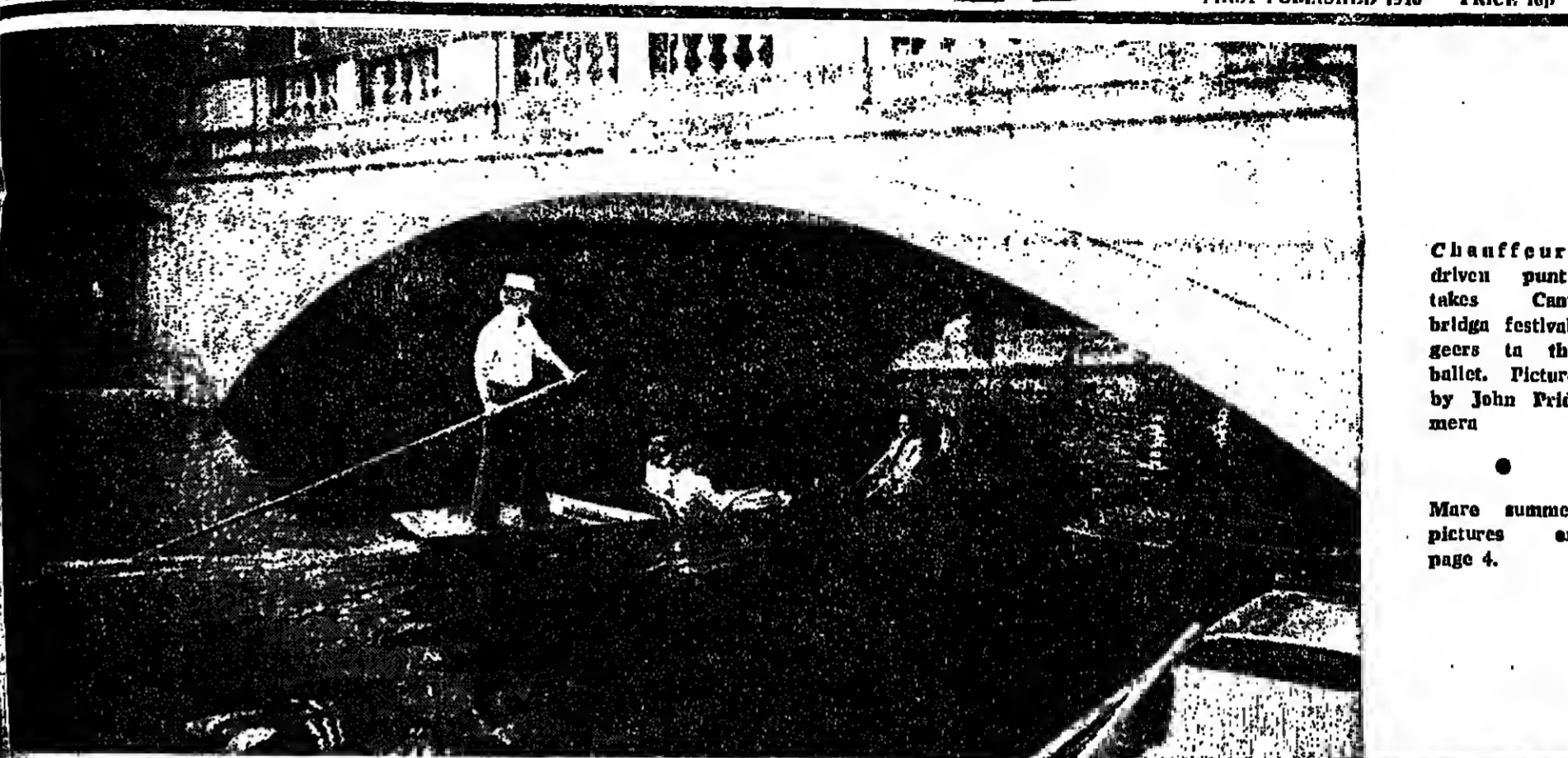
There is a real determination here that whatever kind of "mix" is present at any one time, the sense of community and brotherhood is sustained and developed. At a rather facetious level this was well tested recently by the presence in the house, of one of the same kind of group of naturalists who the rabbit and pigeon population. In the end, they were all spotted in each other.

More seriously, the spirit of the place was shown when some boys were staying there. What was discovered that they were allowed to go down to the beach at all to go.

All well and good, you say, but what is to do with education in West Dorset? I could, I must, point to the programme of summer lectures and activities for me it goes deeper than Education, surely, is about the people to work in the environment which we live.

Gerald Hall

# THE TIMES Educational Supplement



Chauffeur-driven punt takes Cambridge festival-goers in the ballet. Picture by John Fridmer

More summer pictures on page 4.

## Whither revolution?

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the new producing a new...

back to 1977 University suggests that the ivory towers of the new producing a new...

Empty English Universities are reporting a decline for the first time in the number of students traditionally one of the popular subjects

Wasted reading While you spend a lot of time on reading, you don't always with the desired effect, a reader HMI says

Musical dilemma Macdonald looks at the ideas behind Bolz's research centre for the study of the guitar

## Trying, could do better

Patchy and thin on the ground but not the disaster it is sometimes claimed to be, the Institute of Careers Officers second survey of work experience schemes, published this week, throws useful light on this particular way of giving pupils a taste of working life.

When the Institute's first survey was carried out in 1971 less than 2 per cent of secondary pupils were taking part in work experience schemes. By 1976, when the questionnaire for this survey went out to careers officers, the numbers were up to 7 per cent in the areas studied. And that was before the consciousness-raising exercise of the year of the Great Debate.

Work experience has now become one of the popular remedies prescribed for improving understanding of the working world, and may be expected to expand considerably. If this is to happen, the survey is cementing in several respects. Absences turn out not to be as frequent as some critics have suggested. More than half of the replies—151 out of 227—said they saw no abuses in their areas.

There were a significant number of places where no formal advice on procedure or arrangements had been given to schools. The survey sums up what can happen where such arrangements do not exist by quoting an exasperated principal careers officer: "At the moment the whole thing is in a mess with the schools seemingly determined to go their own way with a few exceptions, whereas I am arguing for a centrally coordinated scheme."

But on the whole these were exceptional cases and work experience was found to be well supervised. Preparation and follow-up, vital elements in the success of any scheme,

were undertaken in most but not all areas. The survey also identifies areas in need of improvement. It is critical of many local education authorities, careers officers and schools which are not bating enough about this aspect of their work. And it shows a degree of diversity of aims, organization and provision which can hardly provide a sound basis for widespread expansion.

Careers officers were asked to describe the objectives of work experience in their areas. Two quotations show the range of opinion: from the idealist in the North who said "To encourage an understanding and partnership between schools, industry and voluntary organizations", to the pragmatist in the West who commented, "all things to all people."

In 12 areas there was apparently no system for approving work experience arrangements. The Education (Work Experience) Act specifies that these should be made or approved by the L.E.A. In 50 areas the survey found this function was carried out by the careers service.

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follow-up would see the early demise of work experience. The survey showed a worrying lack of vetting of employers. Ideally careers officers should visit employers to make sure they know what it is all about. But one of the officers surveyed summed up his attitude to pupils as "Find yourself a firm and you can go there every Wednesday."

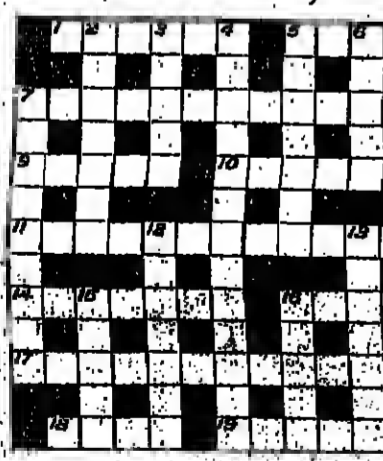
Not surprisingly, trade unions were rarely involved in the schemes. Some have been hostile to them in the past but have come round to the idea after seeing them work.

One myth that has, however, been destroyed by the survey is that academic pupils do not take part in work experience. Although the majority of young people involved were RSLA pupils, young people of all ability levels have been involved.

The need for medical examination of pupils before they start work and the possibility that poor readers might have difficulty in, for example, understanding safety notices in factories, were ideas which seem to have been entirely new to many of the survey's respondents. On the subject of reading, one area officer said with sublime confidence that it was "Not a problem in the North West". Another said, na, he had not thought of it, but it was a good point. As the survey caustically commented: "A scheme which eliminates the problem by eliminating the poor readers is hardly linking the pupil with the world of work."

No comment "I am particularly interested to teach at a school in Dudley (West Midlands) primarily because we are moving to Yorkshire in August, 1977."—Extract from a teacher's letter.

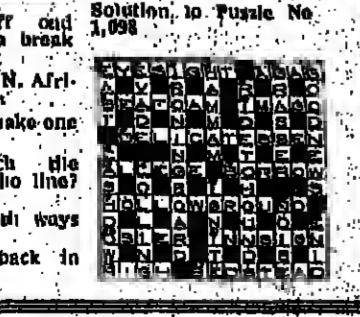
## Crossword No 1,099



ACROSS  
1 No parent for you  
2 Scully (5)  
3 Maudlin for the wild feline (4)  
4 Come down after a big bang (7, 6)  
5 The people of the felts (5)  
6 Dictation is their usual line (7)  
7 Unwound off and  
8 Produced by N. African lion (7)  
9 Money can make one trial (5)  
10 With which the young toe the line (8, 5)  
11 May act both ways (4)  
12'd come back in spots (6)  
13

## Down

1 Spinsters having no VII assistants (5)  
2 How you an when driven right round the bend (4, 3, 6)  
3 This rat requires a (1)  
4 Reason for the drive in (5)  
5 After a while they'll go off (4, 3)  
6 Culture of one of these raised a World War II colour problem (4, 5)  
7 Unsuccessful and in-movement (6)  
8 Unapproachable person always does it (7)  
9 The new is organized for more pay (5)  
10 A very (6)  
11 Unwound off and  
12 Produced by N. African lion (7)  
13 Money can make one trial (5)  
14 With which the young toe the line (8, 5)  
15 May act both ways (4)  
16'd come back in spots (6)  
17



## Bridge

The proliferation of bidding systems in recent years has led many people to believe that you cannot get to the best contract unless you have some sophisticated gadgets to help you. This is nonsense, of course, and the best guide to the final contract—unless you play a highly artificial system—is still common sense. South rose, but the contract on the following hand:

Bridge hand diagram showing cards in North and South hands. North: ♠ A Q J 10 9 8 7 6 5 4 3 2, ♥ A K Q J 10 9 8 7 6 5 4 3 2, ♦ A K Q J 10 9 8 7 6 5 4 3 2, ♣ A K Q J 10 9 8 7 6 5 4 3 2. South: ♠ K J 10 9 8 7 6 5 4 3 2, ♥ A K Q J 10 9 8 7 6 5 4 3 2, ♦ A K Q J 10 9 8 7 6 5 4 3 2, ♣ A K Q J 10 9 8 7 6 5 4 3 2.

tricks on top; if North had been playing in 6 hearts, a spade lead by East would have defeated the contract. Was it luck, or maybe selflessness, that caused South to "contract" North's 6 heart bid to 6 NT?

It was neither. It was intelligent, tactical bidding. South knew that his partner had a powerful hand and was interested in the grand slam. He must have two aces, otherwise he could have signalled off at 5 hearts. If he missing aces was in diamonds, then it made little difference, but if it was in spades, then South's rather bald K-J-4 might need protection on the opening lead. Therefore, South arranged for the opening lead to come into the K-J-4 rather than through them.

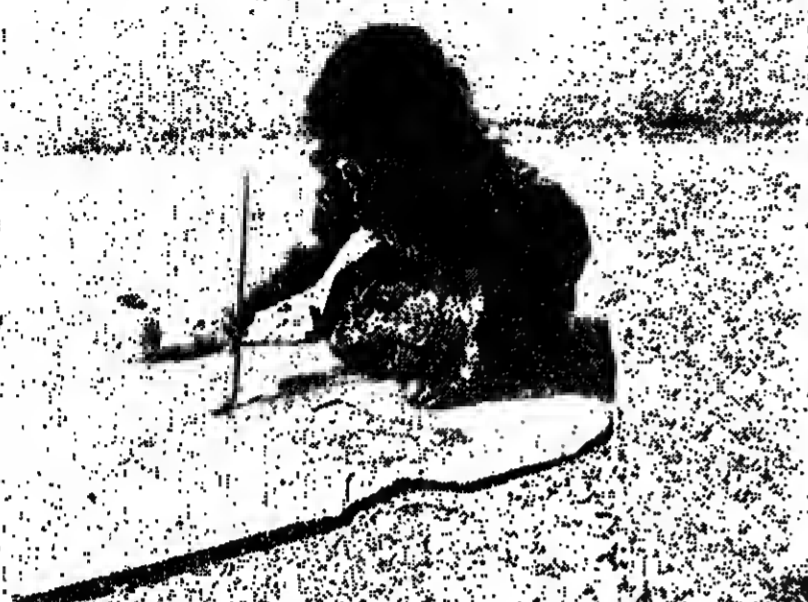
Not was there much danger in giving up what would evidently be a strong trump control in a heart contract, South knew he had no sufficient value in a trump contract, so he had to play North's hearts were they would be worth just as many tricks in no trumps.

Tactical common sense bidding is the key to many a hand, where usual distribution might otherwise make something impossible. A very common type is illustrated by the next hand.

With West on lead, South has 12 tricks.



# Fun, games—and a lot of make-do—help to roll away dark holiday clouds



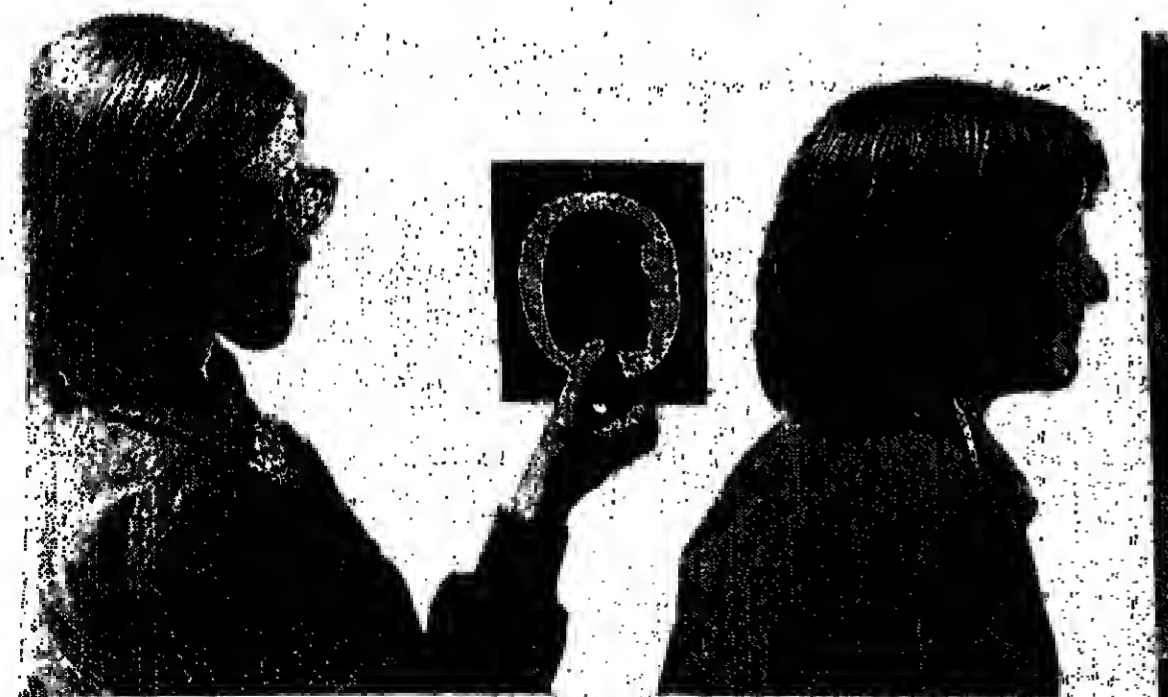
Play scheme in Spitalfields.

Picture by Simon Heaven



Skating on Brighton front on new-style roller skates.

Picture by John Young



Victorian crafts in the Castle Museum, Norwich. (above and right)

Picture by Sally Greenhill

Museum education departments did a brisk business during the roly holiday. The Castle Museum in Norwich devoted two weeks to children's events. A day was given to Victorian crafts—making silhouettes and dolls out of pegs. On other days visitors explored ancient wardrobe or listened to talks on bottle collecting. Birmingham Museum kept children happy with pottery, embroidery and corn dollies. In Brighton, those lucky with the weather went roller skating. Holiday play schemes abounded. The sun shone for a time in Spitalfields, Tower Hamlets, in East London, where parents, youth workers and teachers encouraged children to paint, make masks and models, play games—or just have fun.



Making corn dollies in Birmingham Museum.

Picture by Peter

Plowden conference told: 'Primarys are doing a good job'

## Reading standards 'Coming out of the skid'

Close attention is being paid to the teaching of reading in primary schools. Even where there were, middle school, transits arrangements to ensure that schools know what work a child had covered and what skills they had acquired were unsatisfactory, though they were often better—than in areas where it was still the age of transfer. First schools were supposed to give children a surer grasp of reading before they moved on to the next school. HMI's were checking whether this was so, though they would not simply be counting the hours a child spent reading aloud or blending phonic units. Much emphasis had been given to these in some schools, he said. The HMI's would be looking in first schools for evidence of children using reading as a means of communication, learning from what they read and enjoying reading. Mr Thomas called for an immediate expansion of in-service training to enable more teachers to take on vertically grouped classes. This was necessary because the falling birthrate, besides closing schools and producing smaller classes, would force schools towards classes with much wider age and ability ranges. The primary survey had shown that at present a third of all classes containing seven-year-olds were already vertically grouped as a matter of course. A quarter of all classes with nine-year-olds were so organized but only one in six 11-year-old's classes were vertically integrated. The survey also revealed that 3 per cent of seven-year-olds in schools over one-form entry were in streamed classes. Ten per cent of 11-year-olds were streamed.

serious lack of continuity between the various phases of schooling, he said. Even where there were, middle school, transits arrangements to ensure that schools know what work a child had covered and what skills they had acquired were unsatisfactory, though they were often better—than in areas where it was still the age of transfer. First schools were supposed to give children a surer grasp of reading before they moved on to the next school. HMI's were checking whether this was so, though they would not simply be counting the hours a child spent reading aloud or blending phonic units. Much emphasis had been given to these in some schools, he said. The HMI's would be looking in first schools for evidence of children using reading as a means of communication, learning from what they read and enjoying reading. Mr Thomas called for an immediate expansion of in-service training to enable more teachers to take on vertically grouped classes. This was necessary because the falling birthrate, besides closing schools and producing smaller classes, would force schools towards classes with much wider age and ability ranges. The primary survey had shown that at present a third of all classes containing seven-year-olds were already vertically grouped as a matter of course. A quarter of all classes with nine-year-olds were so organized but only one in six 11-year-old's classes were vertically integrated. The survey also revealed that 3 per cent of seven-year-olds in schools over one-form entry were in streamed classes. Ten per cent of 11-year-olds were streamed.

There was no justification for changing direction now, Mr Newsom said, despite the partial loss of nerve which also detected in primary education. Its causes, he suggested, included England's changing place in the world, sharpening arguments about secondary organization and the unperceived problems of the inner cities. London's problems had provided legitimate causes or worry for some years, but he cited one indication of recent improvement: the current upward trend in Inner London children's annual scores in the NFER test of verbal reasoning. It would be very sad, he said, if schools lost confidence, just as conditions were improving. He suggested a re-orientation. Some primary schools a few years back went into a skid. The heads observed this and turned the wheels to cope with it. Now they had come through, and what was needed was a touch of the accelerator. But those in the back seat, who had an inferior view of the road (and he included educational administrators among them), had only just noticed something was wrong, and were advising the driver to slam on the brakes. This would be the worst thing to do, and would only make dull schools even duller. Though schools needed to continue in the same direction, Mr Newsom identified some future prospects that might disrupt their work. There was the changing



Peter Newsom: right road

balance between primary and secondary schools. In 1946 there had been twice as many primary as secondary schools, but with falling primary rolls there would be as many secondary pupils as primary pupils by the early eighties, and secondary teachers would exercise much greater influence in the educational system. There might not be enough young teachers in the future as promotion prospects decreased sharply. There would be closures of small country schools and more amalgamations of infant and junior schools. Mr Newsom finally reaffirmed the main principles of primary school practice outlined by the Hadow report in 1931 but blurred, he felt, by the recent Green Paper. The starting point in primary education remained, he claimed, the individual child, as Hadow and Plowden suggested. (The Plowden report starts with a section on the growth of the child.) He rejected any implication in the Green Paper that "rigour" was somehow attached to curriculum or opposed to child-centred approaches, and he rejected the notion that expressive work was some kind of extra, separate from the basic skills. Observing and recording one's observations could be an intensely rigorous, precise activity, and Mr Newsom revealed he wanted to organize a conference on the arts as the core of education.

## Fees hardship: polys fear for foreigners

The Association of Polytechnic Teachers has called on Mrs Shirley Williams, the Education Secretary, to tell local education authorities what to do about hardship among overseas students in colleges and polytechnics, whose fees go up while they are in mid-course. The association is concerned at the lack of a coordinated policy among L.E.A.s. While one has established a hardship fund to be administered by its polytechnic, it says, another has rejected all hardship cases referred to it. In his letter to Mrs Williams, Mr Sukhu B. Ramoutar, the association's chairman, says that while the autonomy of local authorities is a delicate matter, he feels that there will be national, even international, repercussions over the difference between the best treatment of overseas students and the worst. Polytechnics will be compared unfavourably with the universities, which have more funds at their disposal and more control over them. Mr Peter Sloman, education officer of the Association of Municipal Authorities, agreed this week this was "a very sticky area". The Council of Local Education Authorities, he said, had considered drawing up a "hardship code" but rejected the idea because hardship was too difficult to define. Mrs Williams had made it clear that in the Government view an increase in a student's fees did not necessarily constitute hardship. "CLEA did consider though, that special sympathy should go to students who were paying their own fees on courses which normally attracted mandatory grants. Such would be the student doing his second first-degree. Fees will increase this autumn for home undergraduates from £182 to £500 a year; overseas undergraduates, £416 to £650; home postgraduates, £182 to £750; overseas postgraduates, £416 to £850.



Industry, the youth scheme which placed 100,000 young people in Britain, has successfully repelled an attempt to make it a permanent scheme. The Services Commission has agreed to have given up its plans for the operation. A new agreement between the Department of Employment and the National Association of Youth Clubs, who set up the scheme in 1972, government funds may be channelled to CI through the commission. But the scheme will simply take over responsibility for the scheme exercised by the Department of Employment. Representatives will replace present officials on the management board, but will play no direct part in running the scheme. Although the Hadow programme envisages that a job with CI will be among the options offered to unemployed school leavers, it will be kept separate from the other activities which are to be administered through a new MSC regional structure. Although the number of places in the CI workforce is being expanded substantially for the programme, in the new agreement the Government recognises that CI is a permanent scheme likely to go on when and if the need for a massive school leaver programme is past. A key question still to be decided is the chairmanship of the new management board. Under the agreement, the NAYC nominates the chairman, but has to secure the approval of the MSC for its choice.

## Work creators repel Civil Service

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## Full ahead for comprehensives

The process begun seven years ago of turning Cheshire's secondary schools into comprehensives is not to be delayed. A Tory motion to the county council calling for no further reorganization of the 43 schools due to become comprehensive in 1978 and 1979 was defeated last week by 33 votes to 18. Though the council is overwhelmingly Tory controlled, members were divided after hearing a legal opinion that the reorganization now would be illegal and could lead to councillors being surcharged for costs improperly incurred. The impetus for preventing any more secondary reorganization in the county was 53 per cent of the age group are already in comprehensive schools come from the election last May of another 27 Tories to the council. They were fortified by frequent announcements of Mr Norman St John-Stevas, shadow Education Minister, that one of the first actions of a newly returned Tory government would be to repeal the 1976 legislation forcing comprehensive education upon all local education authorities. The Tories' re-orientation on the grounds that the resources were not there was condemned by opponents of the motion as a tactic to buy time.

## Computer packs up

The National Development Programme in Computer Assisted Learning which was set up in 1972 with a budget of £2.5m is to end in December. The programme's work, which was to aid the assimilation of computer-assisted and computer-managed learning in education, will be taken over to a limited extent by the Council for Educational Technology. The CET will arrange seminars and conferences on computer-assisted learning and will organize exchanges of programmes, answer inquiries and give advice. The CET is receiving extra funds of £60,000 from 1976 to 1978 for this work. After March 1979 it will be incorporated in the overall CET budget.

## Jobs more quickly

School leavers seem to be finding more jobs more quickly than last year according to the latest unemployment figures issued by the Department of Employment. In the total unemployment figures for July and August, the number of school leavers on the dole dropped 21,000 in the Kingdom to 231,402. Next year, the figure is likely to fall even more sharply when the summer holidays are over and many young people start jobs or apprenticeships, or give up the search for work and go back to school or full-time further education. This time last year fewer leavers were looking for work—a little over 200,000—but the total stayed much the same over July and August.

## Newarm welcome for MSC plan

The power Services Commission proposals for programmes to provide unemployed young people with a newarm welcome by the Association of Metropolitan Authorities' education association. Mr Peter Sloman, said this the proposed network of would be inadequate. The great majority of training and courses are provided administered by local authorities. They are responsible for the careers service. Local authorities are freer to welcome among the largest employers of young people. The number of local authority representatives suggested for each board is inadequate to reflect the breadth of local authority involvement. Additionally, there are likely to be very real practical problems in trying to represent 104 education areas.

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Lift records go

Britain beat West Germany by six events to three in a schools weightlifting international in Dover. Five British and two West German athletes lifting records were broken.

In brief

Open file The British Council has decided to make files which are 30 years old or more—and are of practical or historical interest—available for public inspection.

Nurseries increase

Another 665 nursery places have been created by the Inner London Education Authority, increasing the number of places to more than 20,000 in Inner London.

10,000 answer call of sea

More than 10,000 young people, entered for the 10th annual competition run jointly by the Association of Sea Teachers and Organizations.

Golfers help

A golf tournament to raise money for handicapped children will be played in Coventry on September 18.

People

Mr John Morrison, president of Wolfson College, Cambridge, was chairman of the board of trustees of the Bell Educational Trust, Cambridge.

Universities

Dr Tim Gray, senior lecturer in biology at the University of Liverpool, is to be professor of biology at the University of Essex.

Catching the real TV 'baddies'

A top-level inquiry into children's television in Australia has been deluged with complaints about standards.

The continuing battle over Australia's children's television has moved to a new arena with the opening of a Federal Government inquiry.

Bussing gets back on the road

School desegregation can work if school and principals actively encourage racial relations in the classroom, a study sponsored by the United States Office of Education says.

Los Angeles is a particularly difficult case. For a start the area is huge and to get a roughly balanced racial mix to all the schools in the school district, some children would have to spend virtually all day being bused.

New moves to ease university entry

by David Dungworth

A provisional agreement has been reached by a five-man working party of Federal and Länder ministers on a further relaxation of entry restrictions to West German universities.

TRAVEL FOR YOUR 1978 SCHOOL JOURNEY CONTACT NST SCHOOL & GROUP TRAVEL SPECIALISTS

Vertical text on the far left edge of the page.

LETTERS

Good examination of crime

Sir.—The Welsh Joint Education Committee's recent CSSE English paper was described in a House of Commons discussion as having a "macabre theme" which was "quite tasteless".

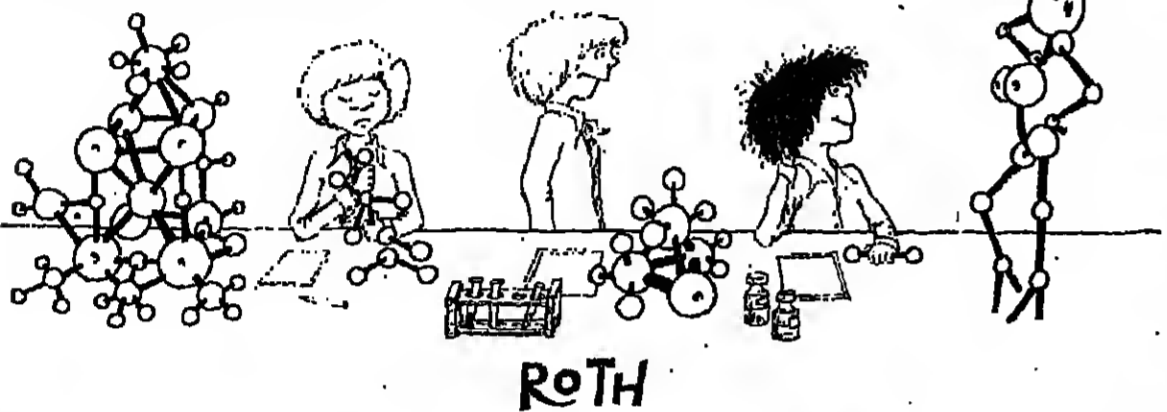
The second criticism suggests the paper was a poor test of English. We cannot see that this is so. The paper tested candidates' ability to understand and respond to different types of written English.

Candidates could comment on the way every detail of an accused person's life becomes the property of the press; or on the "ghoulish" interest of bystanders at the law courts; or on the suffering of the family and the difficulty they have in knowing publicly; or on the "Hiro men with cancers" who wait outside the prison in obedience

Recruits to cooperation

Sir.—Rachel Evans's optimism, that the concept of interdisciplinaryism is gaining ground within the social agencies ("As the ripples spread", August 12), may be justified but cannot hide the fact that multidisciplinary approaches to social and educational problems have been advocated for a very long time now with little success in terms of real action.

What is needed is a much firmer lead from the DES, DHSS and Home Office. Apart from sending local authorities to encourage attendance at interdisciplinary courses they should surely "operate" together in promoting more prestigious in-service education along the lines of a course diploma.



RoTH

Blessed are the incompetent

Sir.—To the recently published green paper plans are outlined whereby certain teachers may be retired on grounds of redundancy or where this is in the interests of the education service.

Furthermore, in the proposed new pensions plan, the i.a.t. may also enlarge the accrued benefits by making an allowance of added years. A teacher who retired after 30 years of service could get the same pension as teachers with 40 years' service or more.

It is not surprising that there appears to have been so far very little reaction to such a piece of gross unfairness. It is obvious that the teachers who are going to be made redundant "in the interests of the education service" are mainly those who have proved themselves unproductive over the years.

Man, some course of study!

Sir.—The question you raise—"But can the teachers cope?"—about the Schools Council Integrated Science Project, highlights the problem of the use of teachers outside their realm of competence when curriculum change is taking place.

Development points out, the teacher does not need to be an expert but a co-learner. But since he remains responsible for the problem of the pupils he needs, "some hold on, and a continual refinement of, a philosophical understanding of the subject he is teaching and learning, of its deep structures and their rationale."

It may be because I lack this necessary understanding that I hold dear the teaching profession, especially in middle schools where MACOS is often adopted.

No alternative to White Lion

Sir.—Having worked in one of the ILEA-supported projects, which Mary-Lou Clarke (Letters, August 8) considers will be a disaster for education for five years, from 1976, I would like to make two points.

First, Bethnal Green Intermediate Education Centre and the other projects mentioned are not alternative projects doing similar work. They take children, referred by ILEA schools because of their failure to cope within them for one reason or another, and as she says, are confined to return children to those schools as soon as possible.

Second, far from "condemning by implication" the work of the ILEA alternative projects, Peter Newell, in his letter pays tribute to those who are working "from within" Mary-Lou Clarke has been considering alternative education by default since few have managed to return pupils successfully to school.

It's my business what happens to my child

Sir.—Mary Horsfield writes (Letters, August 5) that teachers are "trapped professionals" who, "as 'doctors' and 'dentists', have specialised skills beyond the competence of parents and should exercise them as they see fit."

As L. Steinhilber in An Introduction to Curriculum Research and

Ottershaw: more secondary modern than grammar

Sir.—I should like to correct the misleading impression created in your article on Ottershaw School in the TES of August 12. There are very few boys of grammar school standard at Ottershaw and the majority are in secondary schools.

Some in the categories of boarding school as laid down in the Martin report; about one-third are from one-parent families and there are many boys whose fathers are in the services, or have to "freelance" either in this country or overseas. There are also a number of boys whose parents suffer from chronic illness. In fact, not more

than 25 per cent can be said to be in boarding need at all. One of our main arguments, trying to prevent the closure of the school is that it does fulfil a social need.

Two's company

It's a far cry from Segovia and Julian Bream to a fully-fledged guitar orchestra. Hilary Finch reports on a new phenomenon in guitar teaching and a new vocation for guitarists



Melvyn Willis and his guitarists

"Duets for guitarists"—what a feast for those who detect a warping nasal twang, but seriously, this instrument, so romantic and charming in its natural vocation, is little better than a mockery when formal compositions, such as most of these, are given to it.



Early 16th-century five-course guitar

At about 9.50 each morning the room is filled with an arraic thrumming and then suddenly, silence, as Melvyn Willis tunes the guitar. "Any questions? Any queries? Right, let's do the exercises—left hand, remember to band your joints this way, not that way..."

20 or 30 while the rest have gone off to play football. His philosophy is similar to that of Harry Barnes, who's been playing the guitar for 30 years, and now has 50 pupils and a guitar group at Kildgate School in Dulwich, where he teaches. If he can teach his children to read music through playing the guitar together, then he feels he has achieved a good deal.



Early 19th-century guitarist

Other instrumentalists have the chance to play in an ensemble or in an orchestra, he says. "Why shouldn't guitarists? He finds it hard to keep in strict time; it makes the player less nervous about performing in public and it sharpens their rhythmic and melodic sense."

Roy Overton's purposes are closely defined clearly and purely—and just the right size for breaking down parts; each one of his 12 (aged from 12 to 16) uses a footstool and the best players have nothing but the best in guitars—costing between £50 and £250.

continued on next page









# Classified Advertisements

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### Nursery Education

**KIRKLEES METROPOLITAN COUNCIL HIGH BANK FIRST SCHOOL**  
 Headship Vacant  
 Vacancy for a Head of the school. The school is a large comprehensive school with a nursery unit. The head will be responsible for the overall running of the school and for the development of the nursery unit. Applications should be sent to the Director of Education, Kirklees Metropolitan Council, 15th Floor, 100, Market Street, Leeds LS1 6RN. Closing date 25th September 1977.

### Primary Education

**DELIWISHIRE GARTWOLD COUNTY COMBINED**  
 Headship Vacant  
 Vacancy for a Head of the school. The school is a primary school with a combined junior and senior department. The head will be responsible for the overall running of the school and for the development of the combined department. Applications should be sent to the Director of Education, Delishire County Council, 10, St. John's Road, Wrexham, Cheshire. Closing date 25th September 1977.

**WILTSHIRE AVON COUNTY**  
 Deputy Headship Vacant  
 Vacancy for a Deputy Head of the school. The school is a primary school. The deputy head will be responsible for the day-to-day running of the school under the direction of the head. Applications should be sent to the Director of Education, Avon County Council, 25, Gloucester Road, Bristol BS2 8PL. Closing date 25th September 1977.

### Metropolitan Borough of Rochdale

**EDUCATION DEPARTMENT**

#### PRIMARY

**St John Fisher R.C. Primary (511)**  
 Stanleyville Lane, Middleton, M24 2PB  
 Tel. 01-624 8271  
 Juniors, Scale 1  
 Required for September, in the 7/6 age range.

#### HIGH

**Lilleshall High (11-18)**  
 Calderbrook Road, Littleborough OL18 3JQ  
 Tel. Littleborough 79888  
 Mathematics, Scale 1  
 To teach the subject throughout the school. Please state other subjects.

For both above application should be by letter immediately to the Head at the school giving details of your qualifications and experience together with a photo and address of two referees. Closing date: 5th September, 1977.

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH2 5AF) for information about eligibility for registration with the council.

### Appointments wanted

### Other classifications

### Education Courses

### Personnel Announcements

### Exhibitions

### Entertainments

### For Sale and Wanted and Postal Shipping

### Holidays and Accommodation

### Home Exchange Holidays

### Typing and Duplicating

### London

**BACON'S C.E. COMPREHENSIVE SCHOOL**  
 11-16 Mixed Comprehensive  
 Vacancies for teachers in various subjects. Applications should be sent to the Head, Bacon's C.E. Comprehensive School, 11-16 Mixed Comprehensive, 11-16 New Road, London, SE10 3BN. Closing date 25th September 1977.

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Art and Design

### Scale 1 Posts

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Other than by Subject Classification

### Secondary Education

### Remedial Posts

### Scale 1 Posts

### Commercial Subjects

### Scale 1 Posts

Applications for the above posts should be sent to the Head of the school. The school is a secondary school. The head will be responsible for the overall running of the school. Applications should be sent to the Director of Education, City of London Education Committee, 10, St. John's Road, London. Closing date 25th September 1977.

### Secondary Continued

### English

### Scale 1 Posts

### Modern Languages

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Geography

### Scale 1 Posts

### Mathematics

### Other Posts on Scale 2 and above

### Scale 1 Posts

### London

**WALSLEY METROPOLITAN COUNCIL**  
 Vacancies for teachers in various subjects. Applications should be sent to the Head, Walsley Metropolitan Council, 10, St. John's Road, Walsley. Closing date 25th September 1977.

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Mathematics

### Other Posts on Scale 2 and above

### Scale 1 Posts

### City of Manchester Education Committee

### HEADSHIP

### GROUP 11

### GROUP 12

### GROUP 13

Applications for the above posts should be sent to the Head of the school. The school is a secondary school. The head will be responsible for the overall running of the school. Applications should be sent to the Director of Education, City of Manchester Education Committee, 10, St. John's Road, Manchester. Closing date 25th September 1977.

### Other Posts on Scale 2 and above

### Scale 1 Posts

### City of Birmingham

### Scale 1 Posts

### Kirklees

### Essex

### Hertfordshire

### Kenilworth

### Kenilworth

### Kenilworth

### London

**LONDON, E.3**  
 Vacancies for teachers in various subjects. Applications should be sent to the Head, London, E.3, 10, St. John's Road, London. Closing date 25th September 1977.

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Mathematics

### Other Posts on Scale 2 and above

### Scale 1 Posts

### Cheshire

### Cheshire

### Cheshire

### Cheshire

### Cheshire

Applications for the above posts should be sent to the Head of the school. The school is a secondary school. The head will be responsible for the overall running of the school. Applications should be sent to the Director of Education, City of Manchester Education Committee, 10, St. John's Road, Manchester. Closing date 25th September 1977.

### Borders Regional Council

### Primary Schools

### Primary Schools

### Primary Schools

### Primary Schools

### Secondary Schools

### Secondary Schools

### Secondary Schools

### Secondary Schools

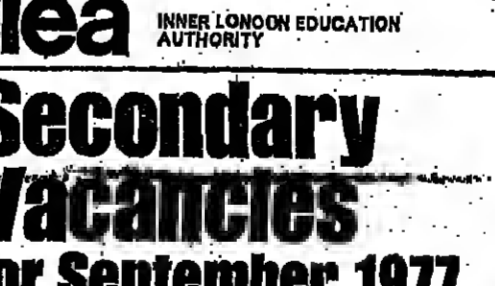
### Primary Schools

### Primary Schools

### Primary Schools

### Primary Schools

Applications for the above posts should be sent to the Head of the school. The school is a primary school. The head will be responsible for the overall running of the school. Applications should be sent to the Director of Education, Borders Regional Council, 10, St. John's Road, Borders. Closing date 25th September 1977.



## City of Manchester Education Committee HEADSHIP

# Secondary Vacancies for September 1977

**ilea**  
 INNER LONDON EDUCATION AUTHORITY

## Secondary Vacancies for September 1977

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:

**Commerce (Office Skills) Design and Technology Home Economics Physics Mathematics**

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

*For the appropriate application form please write to the Education Officer (TSB), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-693 8701 for further details.*

SECONDARY Science (continued)

Scale 1 Posts

BINLEY LONDON BOROUGH DIVISION SCHOOL

Post as soon as possible... Binley London Borough Division School

BUCKINGHAMSHIRE MILTON KEYNES DIVISION

Post as soon as possible... Milton Keynes Division

LARINGEY (Huntingdon)

Post as soon as possible... Laringey

HERTFORDSHIRE COUNTY COUNCIL

Post as soon as possible... Hertfordshire County Council

TOYNBEE CHURCH OF ST. ALBAN

Post as soon as possible... Toynbee Church of St. Alban

STOCKPORT

Post as soon as possible... Stockport

LANCASTER

Post as soon as possible... Lancaster

LONDON, E.3

Scale 1 Posts... London, E.3

LONDON, S.W.11

Post as soon as possible... London, S.W.11

HAVERING

Post as soon as possible... Havering

NEWMAN

Post as soon as possible... Newman

SEFTON

Post as soon as possible... Sefton

HERTFORDSHIRE COUNTY COUNCIL

Post as soon as possible... Hertfordshire County Council

TOYNBEE CHURCH OF ST. ALBAN

Post as soon as possible... Toynbee Church of St. Alban

STOCKPORT

Post as soon as possible... Stockport

LANCASTER

Post as soon as possible... Lancaster

LONDON, E.3

Scale 1 Posts... London, E.3

LONDON, S.W.11

Post as soon as possible... London, S.W.11

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Post as soon as possible... Havering

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Post as soon as possible... Stockport

LANCASTER

Post as soon as possible... Lancaster

WALTHAM FOREST

Post as soon as possible... Waltham Forest

HEXLEY

Post as soon as possible... Hexley

LOTHIAN REGIONAL COUNCIL

Post as soon as possible... Lothian Regional Council

WALTHAM FOREST

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LOTHIAN REGIONAL COUNCIL

Post as soon as possible... Lothian Regional Council

INDEPENDENT continued

English

GLASGOW... English

Geography

LONDON, S.E.3... Geography

Mathematics

LONDON... Mathematics

Music

HERTFORDSHIRE... Music

Modern Languages

HEADS OF DEPARTMENT... Modern Languages

By Subject Classification

ART AND DESIGN... By Subject Classification

Head of Department

NORTHAMPTONSHIRE... Head of Department

Economics

SUSSEX... Economics

Other Assistants

BUCKINGHAM

Post as soon as possible... Buckingham

DEVON

Post as soon as possible... Devon

KENT

Post as soon as possible... Kent

SUSSEX

Post as soon as possible... Sussex

LINCOLNSHIRE

Post as soon as possible... Lincolnshire

PASTORAL

DEFORESHIRE... Pastoral

EDUCATION COMMITTEE

CARMARTHEN TECHNICAL AND AGRICULTURAL COLLEGE

LECTURER GRADE II

IN AGRICULTURAL ENGINEERING

Classified Advertisements

Charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue.

PHYSICAL EDUCATION

EDINBURGH

Post as soon as possible... Edinburgh

HORREN TUTOR

Post as soon as possible... Horren Tutor

ISLE OF WIGHT

Post as soon as possible... Isle of Wight

SUSSEX

Post as soon as possible... Sussex

LEICESTERSHIRE

Post as soon as possible... Leicestershire

LONDON

Post as soon as possible... London

SURREY

Post as soon as possible... Surrey

SUSSEX

Post as soon as possible... Sussex

TECHNICAL STUDIES

LONDON S.W.4... Technical Studies

Other than by Subject Classification

CROYDON... Other than by Subject Classification

HAMPSHIRE

Post as soon as possible... Hampshire

PREPARATORY SCHOOLS

By Subject Classification

CLASSICS

HAMPSHIRE

Post as soon as possible... Hampshire

TECHNICAL STUDIES

LONDON, S.W.13... Technical Studies

BUCKINGHAMSHIRE

Post as soon as possible... Buckinghamshire

OXFORDSHIRE

Post as soon as possible... Oxfordshire

SURREY

Post as soon as possible... Surrey

SUSSEX

Post as soon as possible... Sussex

EDUCATION COMMITTEE

CARMARTHEN TECHNICAL AND AGRICULTURAL COLLEGE

ASSISTANT/ASSOCIATE PROFESSOR

(Civil Engineering)

ASSISTANT/ASSOCIATE PROFESSOR

(Industrial Engineering)

UNIVERSITY OF REGINA SASKATCHEWAN

Faculty of Engineering

EDUCATION COMMITTEE

CARMARTHEN

APPOINTMENT OF PRINCIPAL

ASSISTANT/ASSOCIATE PROFESSOR

(Civil Engineering)

ASSISTANT/ASSOCIATE PROFESSOR

(Industrial Engineering)

UNIVERSITY OF REGINA SASKATCHEWAN

Faculty of Engineering

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CARMARTHEN

APPOINTMENT OF PRINCIPAL

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(Civil Engineering)

ASSISTANT/ASSOCIATE PROFESSOR

(Industrial Engineering)

UNIVERSITY OF REGINA SASKATCHEWAN

Faculty of Engineering

ASSISTANT/ASSOCIATE PROFESSOR

(Civil Engineering)

GRAMPIAN REGIONAL COUNCIL SENIOR COMMUNITY WORKER FOR SECONDMENT TO ST. KATHERINE'S CENTRE

TEMPORARY DEPUTY WARDEN WELDON INTERMEDIATE TREATMENT CENTRE

SINGAPORE POLYTECHNIC Head Designate of Department of Nautical Studies

CARMARTHEN TECHNICAL AND AGRICULTURAL COLLEGE LECTURER GRADE II IN AGRICULTURAL ENGINEERING

UNIVERSITY OF REGINA SASKATCHEWAN FACULTY OF ENGINEERING ASSISTANT/ASSOCIATE PROFESSOR (Civil Engineering)

UNIVERSITY OF REGINA SASKATCHEWAN FACULTY OF ENGINEERING ASSISTANT/ASSOCIATE PROFESSOR (Industrial Engineering)

PREPARATORY continued

Other than by Subject Classification

LONDON, B.W.I. ... The British Council is seeking for a number of full-time preparatory teachers...

WORCESTERSHIRE

Worcestershire ... The British Council is seeking for a number of full-time preparatory teachers...

Colleges of Further Education

Directors and Principals

AVON COUNTY EDUCATION SERVICE ... The British Council is seeking for a number of full-time preparatory teachers...

Other Appointments

BRENT ... The British Council is seeking for a number of full-time preparatory teachers...

DEPARTMENT OF BUSINESS ... The British Council is seeking for a number of full-time preparatory teachers...

CHAWORTH SCHOOL

Chaworth School ... We are looking for a full-time teacher...

FULL-TIME TEACHER

of general subjects with specialities in Home Economics and Dramatics... The British Council is seeking for a number of full-time preparatory teachers...

Rel. No: 10/88/7ES

For application form please telephone our 24-hour recruiting answering service 01-837 9988 or send postcard to the Director of Central and Management Services...

CAMDEN

Camden ... The British Council is seeking for a number of full-time preparatory teachers...

AVON COUNTY EDUCATION SERVICE ... The British Council is seeking for a number of full-time preparatory teachers...

DURHAM

Durham ... The British Council is seeking for a number of full-time preparatory teachers...

ISLE OF WIGHT

Isle of Wight ... The British Council is seeking for a number of full-time preparatory teachers...

LEICESTERSHIRE

Leicestershire ... The British Council is seeking for a number of full-time preparatory teachers...

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LONDON

London ... The British Council is seeking for a number of full-time preparatory teachers...

LONDON

London ... The British Council is seeking for a number of full-time preparatory teachers...

WOLVERHAMPTON

Wolverhampton ... The British Council is seeking for a number of full-time preparatory teachers...

WOLVERHAMPTON

Wolverhampton ... The British Council is seeking for a number of full-time preparatory teachers...

TES special offer Bay of Naples holiday

There has been a big response to the TES special autumn Bay of Naples/Pompeii holiday offer, details of which were given in the TES on June 24.

This is a week's holiday (October 23 to October 30) which coincides with half-term in many places—at an inclusive cost of £119.

Readers have pointed out that in some parts of the country half-term dates have been altered as a result of the Jubilee holiday, so we have decided to arrange a second departure on October 30 (October 30 to November 6). This will be subject to a minimum of applications, but given the response of the first offer we are confident of success.

The content of the tour is identical to our first offer and comprises:

- Direct flights London Heathrow-Rome and return.
• Coach transfers Rome-Massalubrense and return.
• Seven nights' half board in the Hotel Maria.
• A full-day excursion to Pompeii plus a half-day excursion to Herculaneum.
• Services of an experienced courier throughout.
• Inclusive cost—£119.

Both offers are still open. Two coupons are provided below, each for different dates. For complete details please return whichever coupon is appropriate to:

TES Holiday Offer, care of Pnge and Moy Limited, 136-138 London Road, Leicester LE2 1EN, or telephone Leicester (0533) 552521.

For October 23 to October 30

TO TES HOLIDAY OFFER, CARE OF PAGE AND MOY LIMITED, 136-138 LONDON ROAD, LEICESTER LE2 1EN:—

PLEASE SEND FULL DETAILS OF THE TIMES EDUCATIONAL SUPPLEMENT BAY OF NAPLES HOLIDAY OFFER TO:—

NAME ADDRESS

PLEASE ALSO SEND DETAILS TO:—

NAME ADDRESS

ATOL 133BC TES/POM1/DT

For October 30 to November 6

TO TES HOLIDAY OFFER, CARE OF PAGE AND MOY LIMITED, 136-138 LONDON ROAD, LEICESTER LE2 1EN:—

PLEASE SEND FULL DETAILS OF THE TIMES EDUCATIONAL SUPPLEMENT BAY OF NAPLES HOLIDAY OFFER TO:—

NAME ADDRESS

PLEASE ALSO SEND DETAILS TO:—

NAME ADDRESS

ATOL 133BC TES/POM2/DT

PADGATE COLLEGE OF HIGHER EDUCATION FIXED-TERM PART-TIME LECTURER IN THEATRE STUDIES

As a result of reorganization there is a post to be filled as soon as possible end up to August 1978, of a fixed-term part-time lecturer in Theatre Studies...

COLLEGES OF FURTHER EDUCATION continued

NORFOLK ... The British Council is seeking for a number of full-time preparatory teachers...

NORWICH ... The British Council is seeking for a number of full-time preparatory teachers...

SOMERSET ... The British Council is seeking for a number of full-time preparatory teachers...

SHROPSHIRE ... The British Council is seeking for a number of full-time preparatory teachers...

OVERSEAS TEACHING POSTS

DIRECTOR OF LANGUAGE TEACHING INSTITUTE (QATAR) ... The British Council is seeking for a number of full-time preparatory teachers...

2 ENGLISH LANGUAGE INSTRUCTORS (OMAN) ... The British Council is seeking for a number of full-time preparatory teachers...

LECTURER IN ENGLISH (ESP) (IRAN) ... The British Council is seeking for a number of full-time preparatory teachers...

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN) ... The British Council is seeking for a number of full-time preparatory teachers...

2 TEACHERS OF ENGLISH (BAHRAIN) ... The British Council is seeking for a number of full-time preparatory teachers...

ELT ADVISER (CAMEROON) ... The British Council is seeking for a number of full-time preparatory teachers...

THE BRITISH COUNCIL

LECTURER IN LINGUISTICS AND TEFL (BURMA) ... The British Council is seeking for a number of full-time preparatory teachers...

INSPECTORS OF ENGLISH-PRIMARY (CAMEROON) ... The British Council is seeking for a number of full-time preparatory teachers...

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2 TEACHERS OF ENGLISH (BAHRAIN) ... The British Council is seeking for a number of full-time preparatory teachers...

ELT ADVISER (CAMEROON) ... The British Council is seeking for a number of full-time preparatory teachers...

Return fees are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience...

TEMPORARY ASSISTANT WARDEN

Tabernacle Community Centre Salary up to £3,600 p.a. + Phase 2 Supplement

The Tabernacle Community Centre, Pavia Square, W.11 is owned by the Council but under the day-to-day control of a Management Committee of local members of the community.

With the impending departure of the Secretary/Warden who has obtained a new position the opportunity is being taken to review the management and staffing of the Centre...

Applicants must be keen on community work and possess the drive and initiative to develop the maximum use of the Centre to the community.

The Centre is open from 9 a.m. to 11 p.m. every day and a full degree of evening and weekend work will therefore be necessary to ensure that the premises are adequately staffed at all times.

The Royal Borough of KENSINGTON AND CHELSEA

Application form, quoting Ref. TE2/873, from the Establishment Office, Department 131, The Town Hall, Hurlton Street, Kensington W8 7NS. Tel: 01-837 8562 [24-hour answering service]. Application forms to be returned by 8th September, 1977.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

TEACHER (Remedial Education) ... The British Council is seeking for a number of full-time preparatory teachers...

Applications invited from suitably qualified persons, preferably of the Roman Catholic faith, specialising in Remedial Educational Development. Candidates must be prepared to contribute to a team work approach to the total education and care of emotionally and socially disturbed boys...

For an informal preliminary discussion, please contact the Principal at Dartford 24600. Full details and application forms obtainable from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB

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Metropolitan Borough of WIRRAL  
YOUTH OFFICER—£4,250-£4,842 + £312 + pay supplement 1977

Applications from persons with qualifications and experience in the Youth Service. The officer appointed will have responsibility for the Youth Service in Bebington and Haswell districts and the organisation of the Duke of Edinburgh Award Scheme throughout the Wirral.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside returnable by 9 September.

METROPOLITAN BOROUGH OF SOLIHULL

Senior Careers Officer  
A.P. Grades 4/5 (£3,366-£4,095)\*

A person with successful experience in the Careers Service is required to be mainly responsible for the services provided for "A" level and Further Education students. Applicants should hold the Diploma in Careers Guidance or equivalent and preferably have experience of working with students.

City of Manchester Education Committee

RE-ADVERTISEMENT

PRINCIPAL ADMINISTRATIVE ASSISTANT  
Community Education Branch  
POA (£5,406/£6,871) plus £312 supplement plus a further supplement of £3 per week, subject to a minimum of £2.50 a week and maximum of £4 a week.

Cheshire ADMINISTRATIVE ASSISTANT

AP 4/5 £3,366-£4,095 plus supplement of between £465 and £520 p.a.  
Required at Vale Royal District Education Office.

ADMINISTRATION Local Education Authority continued

WYFEL COUNTY DISTRICT LOCAL EDUCATION AUTHORITY  
EDUCATION OFFICER  
Applications from persons with qualifications and experience in the Youth Service.

EAST SUSSEX

HEALTH EDUCATION OFFICER  
BRIGHTON HEALTH DISTRICT  
Health Education Officer  
Applications from persons with qualifications and experience in the Youth Service.

LIVERPOOL

EDUCATION OFFICER  
Applications from persons with qualifications and experience in the Youth Service.

WARWICKSHIRE

CAREERS OFFICER  
Applications from persons with qualifications and experience in the Youth Service.

WIGAN

EDUCATION OFFICER  
Applications from persons with qualifications and experience in the Youth Service.

General

LEICESTER DIOCESAN BOARD OF EDUCATION  
Applications from persons with qualifications and experience in the Youth Service.

Educational Psychologists

LONDON  
Applications from persons with qualifications and experience in the Youth Service.

Librarians

BRIGHTON  
Applications from persons with qualifications and experience in the Youth Service.

Ancillary Services

RESIDENT MATRON HOUSEKEEPER

Required for Hall at West-End in London. Post holder must have experience of institutional catering and housekeeping.

Miscellaneous

NUPIJAN

London through NUPIJAN. Applications from persons with qualifications and experience in the Youth Service.

ESSEX

TEACHERS wanted for five year old children. Applications from persons with qualifications and experience in the Youth Service.

SURREY

Qualified TEACHERS required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

MATHESON

TEACHERS and other staff required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

ENGLISH AS A FOREIGN LANGUAGE

Representation world-wide sought for English as a Foreign Language. Applications from persons with qualifications and experience in the Youth Service.

COMMUNITY ARTIST

Required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

ADVERTISING

Required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

Part-time Assistant

Required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

County of Cleveland EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER, £7,249-£7,927 (Includes Supplements)

Applicants should be honours graduates of a British University with appropriate teaching and/or administrative experience. This is a key post and the person appointed will be responsible through the Senior Assistant Education Officer (Higher and Further) mainly for the administration of Colleges of Further Education and of Agricultural Centres.

Application forms and further particulars are available from the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom they should be returned by 9th September, 1977.

EDUCATION DEPARTMENT Carers Officer

£2,529-£3,282 plus Stage I and II Supplements  
Applications are invited for the above vacancy in the Education Department. Preference will be given to persons who hold the Diploma of the Youth Employment Service Training Board or the Diploma in Vocational Guidance for whom the minimum commencing salary will be £2,691.

Application forms and further details from the Establishment Officer, Town Hall, Barnsley, Closing date 9th September, 1977.

BARNESLEY METROPOLITAN BOROUGH COUNCIL

COUNTY OF AVON Education Service

SENIOR PROJECTS OFFICER  
Salary scale: Soulbury Senior Ranga points 17-21 £4,992-£5,577 plus £312 p.a. supplement and Phase II pay award

Applicants should be experienced in Youth and Community work. To be responsible for the promotion and oversight of projects in Avon, particularly those involving young people, e.g. work with unemployed/young people and international visits and exchanges.

Further details and application form returnable by 18th September, from Director of Personnel, (Tel.: Bristol 295555), Avon House, The Haymarket, Bristol BS9 7DE. Please quote ref. No. EDU 1506.

Careers Service Trainee Careers Officers (2 Posts)

Salary AP2/3 (£2,829-£3,282, plus supplements)  
The persons appointed will be seconded on salary for one year full time course leading to the Diploma in Careers Guidance. For entry to a training course, college requires applicants to hold a degree or teaching certificate or an approved Social Science degree qualification, but for those over 27 years of age formal education qualifications are not essential. Appropriate employment experience would be an advantage. Applications welcomed from those who have a good knowledge of a training course commencing September/October 1977.

Details and application forms from Chief Education Officer (Tel. 681), Devon County Council, County Hall, Topham Road, Exeter EX2 4XQ. Telephone 0392 77977. See 24, to whom they should be returned by 2nd September 1977.



OUTDOOR EDUCATION continued

ENGLISH AS A FOREIGN LANGUAGE

TEACHERS and other staff required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

BERKSHIRE

TEACHERS and other staff required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

CENTRAL LONDON

TEACHERS and other staff required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

EMIGRATE BREWER WITH TURNBULL

Two qualifications and an excellent record essential. Applications from persons with qualifications and experience in the Youth Service.

FOR LOANS AND MORTGAGES

THE PROPERTY INVESTMENT GROUP  
Applications from persons with qualifications and experience in the Youth Service.

FULLY QUALIFIED

TEACHERS and other staff required for five year old children. Applications from persons with qualifications and experience in the Youth Service.

HOLIDAY AND PERSONAL LOANS

Applications from persons with qualifications and experience in the Youth Service.

IMMEDIATE ADVANCES

Applications from persons with qualifications and experience in the Youth Service.

MORTGAGES

Applications from persons with qualifications and experience in the Youth Service.

PERSONAL LOANS

Applications from persons with qualifications and experience in the Youth Service.

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Applications from persons with qualifications and experience in the Youth Service.

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Applications from persons with qualifications and experience in the Youth Service.

SALARIED PERSONS POSTAL LOANS LTD.

Applications from persons with qualifications and experience in the Youth Service.

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SAVE UP TO ON RECOMMENDED RETAIL PRICES

Applications from persons with qualifications and experience in the Youth Service.

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Applications from persons with qualifications and experience in the Youth Service.

FULL OR PART-TIME TEACHER

Applications from persons with qualifications and experience in the Youth Service.

CHEEK

Applications from persons with qualifications and experience in the Youth Service.

JOB OPPORTUNITY

Applications from persons with qualifications and experience in the Youth Service.

PERSONAL LOANS

Applications from persons with qualifications and experience in the Youth Service.

TENANTS

Applications from persons with qualifications and experience in the Youth Service.

TEACHERS

Applications from persons with qualifications and experience in the Youth Service.

WE MAKE

Applications from persons with qualifications and experience in the Youth Service.

WRITE

Applications from persons with qualifications and experience in the Youth Service.

Educational Representatives (Part-Time)

Georg Philip & Son Ltd.  
old established publishers of geographical texts and materials, require part-time representatives to call upon educational establishments from mid-April 1978. Various areas.

Remuneration by fees and expenses. Recent teaching experience in the geographical/environmental field would be an advantage. Replies to: Roger Bond, Group Educational Sales Manager, George Philip & Son Ltd., Norfolk House, Smallbrook Queensway, Birmingham B5 4TJ

Required Immediately: PERIPATETIC STRING TEACHER

Applications are invited from suitably qualified persons for the post of VIOLA teacher based at PEMROKE. The person appointed will be a member of a team of teachers implementing the Authority's scheme for instrumental instruction under the supervision of the Burnham School for Assistant Teachers, with a possibility of the equivalent of a Scale II allowance. Travelling and subsistence allowance in accordance with the County Council Scales. Application forms and further particulars are obtainable on receipt of a stamped addressed envelope from the Area Education Officer, G.P.O. Box 18, Burnham-on-Warfe, Northants NN16 9JF. Applications should be returned by the 15th September, 1977. HENRY D. THOMAS, Director of Education, Education Department Headquarters, Fitzwillwy, GARMARTHEN, Dyfed.

Enquiries Assistant

WE ARE LOOKING for someone to join our Education and Training Department dealing with departmental enquiries and other aspects of the department's work. Candidates should be educated to "A" level standard and be familiar with correspondence and personal callers in a busy environment. Salary will be within £1,758-£3,017 per annum including supplement and London Weighting with good conditions of employment. Write or telephone, the Personnel Manager, The Law Society, 113 Chancery Lane, London, WC2A 1PL, telephone 01-242 1222.

THE LAW SOCIETY

EDINBURGH DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

Applications are invited for the post of PRINCIPAL LIBRARIAN with effect from 1st October, 1977, or such other date as may be arranged. Candidates should have: (i) University degree (ii) Librarianship qualification (iii) Relevant experience. The salary will be on the NJC Principal Officers scale, £6,063-£6,573 plus total annual supplements of £520. Further information and application forms may be obtained from the Principal, Dunfermline College of Physical Education, Cremond Road North, Edinburgh EH4 6JD, to whom completed applications should be returned by 9th September, 1977.

For Sale and Wanted and Postal Shopping

CARPETS FURNITURE FABRICS  
Up to 35 per cent discount. Applications from persons with qualifications and experience in the Youth Service.

Home Exchange Holidays

EUROPE CANADA HOLIDAY  
Applications from persons with qualifications and experience in the Youth Service.

Typing and Duplicating

CONTACT person for details  
Applications from persons with qualifications and experience in the Youth Service.

Theatre and education

The last of summer

Heather Neill

The fore-end of August—and those who are not polishing their football boots and repairing school uniforms in preparation for the beginning of the summer, many of them expending a good deal of energy in the process. The Edinburgh Festival has just begun, the National Youth Theatre's season is well underway, and with theatres and summer projects presenting their work to the public at last. Besides numerous school and college fringe productions, there is a new venture of interest to young people. The newly-formed National Student Theatre Company (sponsored by The Sunday Times) are presenting three productions of the Cathedral Hall, 47 Albany Street until September 10. The Death of Private Kowalski, a lively new play written by Edinburgh graduate Ken Ross, is directed by Drama Centre student Murray Sheldermine. The House, by Louis Pose, who ran the International Student Playwright Competition recently with a similar play, is directed by Robert Johnson. Joe Orton's Lippincott Camp is directed and designed by winners of awards at this year's National Student Drama Festival, Joyce Chard and Anthony Waterman, respectively, both from Middlesex Poly. (Clive Wolfe, 031 667 6422 or 031 556 1999 after noon.)

Entry forms for the next play-script competition (closing date December 31) are available from the Director of 20 Lansdowne Road, Muswell Hill, London N10 2AU (01-883 4586). London, Royal Court. The deadline for entries for this year's Young Writers' Festival is November 12. This time there is to be a special "winter" prize "Dear Mot" which is to be won in conjunction with the choir, Helping Hand, and is for London schoolchildren only. There will be three categories: plays (closing date November 1), poetry and prose (December 31) and projects (January 7). Winning entries will appear at the Royal Court in February and there will be a week of productions and workshops at the Cuckpit Theatre in March. Further details from Gerald Climpson at the Royal Court (01-730 5174).

London, The Cockpit Youth Theatre's Summer Project, *The Golden Marriage of Agamemnon* which involves 50 young Londoners between the ages of 15 and 25, can be seen from September 2 to 17 at 7.30 p.m.

Leicester, Leicestershire.—The National Festival of Youth Theatres' first national summer school will take place in various theatres and centres in the county. Young people's theatre groups from all over the country

will be attending and there is a full programme of workshops for all participants. The festival opens with a production of John Arden and Margaret D'Arcy's epic *Island of the Mighty* by students from five Leicestershire schools. Coventry. The Belgrade Youth Theatre's new play, *Mod Mike*, by Keith Miles, runs from September 7 to 10. Set in an industrial city in the Midlands, it deals with the experience of Mike, the school clown, and his friends as they face the problems of life in the world outside school. (0203 56431, extension 26).

Manchester. There will be three youth theatre productions this year: *Lancelot* of the new Royal Exchange Theatre, from September 5 to 10. *The Devils*, by John Whiting, between 7 and 17 at the Library Theatre, and a new musical by John Falck, *Agamemnon*, first at the Library Theatre and then at the Leicestershire festival. (Geoffrey Sykes, 061-205 4988).

Peebles, West Midlands. This touring company are taking their summer programme all over the counties of Hereford, Worcester and Shropshire. It includes a participation event for seven to 13-year-olds and an open-air extravaganza, *Dr Khan's World Famous Medicine Show*, which is described as a pick-me-up for the family. (Kidderminster 2176).



Tim Spall plays *Dial* in "Wrong First Time" part of the new Peter Terson double bill in the Roundhouse Downstairs in which the veteran of NCT plays lighting looks at the problems of parents as well as their children. This programme and Barrie Kosfeld's new play about the sixties, "Up the Tranchion" (Shaw Theatre) will run until September 3. Barrie Kosfeld's other new work, "Killing Time", about unemployment, is at the Soho Poly, Hutchinsons.

Theatre Rehearsal David Self

Teaching Speech and Drama in the Infant School. By Penny Whitton. Werd Lock Educational. £4.00. 7062 3590 E. £2.25. 7062 3591 E.

Teaching Speech and Drama in the Infant School is a practical, explicit and down-to-earth handbook for the infant teacher who wants to "do" drama with her children but who feels she lacks expertise or ideas. The book covers movement, mime, storymaking, acting out of stories, improvisation resulting from dressing-up, and speech exercises.

The trouble is that it is so helpful that the teacher who starts using it could well become dependent upon it and unable to break free from its prescriptive style—a health risk that may affect the children as well, for besides telling the teacher what to say and do, it tells the children how to react.

Of course, plenty of children do need help in "playing"; they do need to have periods of drama which will help them to develop loosely structured games into more formal ritual, they do need to take on roles and to act out experiences and stories, to rehearse for life. There are many activities in this book that will allow all this to happen, but there is also a lot of material that will give the drama specialist screaming nightmares and convince him or her that Joyce Grenfell's schoolteacher is alive and well in the infant school and still making the children to be a lovely forest of trees ("Walk for L. Sidney, wait till you hear the symbol!") and nuro in the breeze ("With the music, Sidney, with the music!").

*Teaching Speech and Drama* is an extremely comforting and useful book for the novice teacher, but noddiness could stunt your growth (and it wouldn't be very good for the children either).

Upstage, downstage John James

By Voice and Speech in the Theatre. By J. Clifford Turner. Revised by Malcolm Morlock. Pitman Publishing £2.50. 273 00219 8.

Clifford Turner's book was first published 27 years ago and it bears the marks of that pre-revolutionary age in British theatre. Its aim is to indicate the fundamental training which will put at the actor's command a technique of voice and speech, which will embody the essence of his art.

Much good advice is obscured by a style which now seems ponderous, wordy and old-fashioned. Pseudo-scientific jargon may be used to invalidate the important insights which are based upon "natural action."

At 67, she looks about 50, in white trousers, a red and black stylish shirt, gold earrings and bracelet. "You did that beautifully," she says to a young dancer, "but you let it lapse. You must sustain the movement to its close, yes?" She demonstrates with a gesture that evokes a glimpse of her legendary dancing.

The all-in weekly fee this year for resident students has been just under £20, and for non-residents £30. Local authority grants are sometimes available, for further information write to David Gopin, 17 St. Helen's Way, Tilbury, Yorkshire LS23 9NP.

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Art Seats and sheep on the South Bank Michael Clarke

The Hayward Annual. The Hayward Gallery May 25 to July 4 and July 20 to September 4. Contemporary British Sculpture. Institute Park, June 2 to September 4.

Rabbit-rousing isn't difficult and quite a lot of it has been practised by critics reviewing the recent exhibitions of British art. Peter Blake has written and exhibited a letter (does he mean it to be a work of art along with the seats, hay-stacks and clothes that make up the most substantial part of his exhibition?) denouncing, among other things, that critics feel with the individual works of art, he and most of his fellow artists at the Hayward have been criticised for their lack of political and social relevance. At the risk of being labelled one more valiantly I am forced to add that the standard is worse than that; too many of the works on show at the Hayward and at Battersea Park are without any discernible relevance at all.

No doubt the problems of selection and organization of such exhibitions are great, but the experiences of the last 25 years

seem to have not us nowhere. It is no more so Michael Compton's telling us that no attempt has been made to illustrate or propagandize a theme or development in art, or styles, groups, media or subject matter than it is to admit openly that the selection is flagrantly partial if the result is as stimulus and tasteless as the very large, two-part display on the South Bank. If only the selectors had been a lot more partial we might have seen something a bit more focused and a bit more stimulating.

The sculptors showing at Battersea are on because the selection committee believes them to be representative of a British school of sculpture that supposedly flowered during the period of Her Majesty's reign. The sculptures on show, however, are not the rare blooms that might have substantiated such a claim but new works selected specially for this show. The intention is worthy enough. Unfortunately, the results are for the most part depressing. Hardly a handful of the 50 pieces bear any relationship to their settings, and some aggressively defy it. Moore's massive "Sheep Piece", if not exactly at home, at least

strikes some accord with its bank-side location. Tim Sroni's piece reminded me how happily Picasso's witty, water-thin "Bathers" had semaphored their messages several years ago from the very same lake-side spot where now stand Elizabeth Frink's giant heads; Imoges so exhausted that they appear to be closing their eyes not only to where they are but to conceal their employment. So-called "British art" and "Cathedral" piece, however, suggests great palm leaves, stems, tendrils and roots and breathes the air of English Romantic art as familiarly as does Barry Flanagan's cupped and chisled stone which, despite its diminutive size, stands proudly on its grassy slope resisting any possibility of being eclipsed by Moore's nearby piece.

But three pieces and perhaps one many again do not amount to a celebration, and if the evidence of British Art in the Sixties on show at The Tate, is anything to go by the forthcoming exhibition of "British Painting 1951-77" at The Royal Academy will not provide one either. The exhibition almost all the British notion seems to be celebrating the glittering display of extravagant waste and artifice conjured up by Fabergé. What the political significance of this event is we might well ask.



'Orbit 1977', by R. Pichl, Battersea Park

Past into present Belka Zamoyaska

- The Age of Exploration and Expansion 17 minutes colour
The Italian Renaissance 14 minutes colour
The Kibbutz 22 minutes colour
How a Hamburger Turns Into You 19 minutes colour
My Sparring to Happen 45 minutes colour
Hope is not a method 15 minutes colour
Old Sound and Vision Ltd. Woodrose House, Oundle Road, Peterborough

in Israel, adopts a more detached attitude. The ideals that helped to create the Kibbutz and the way in which its members go about their daily life are made clear to the audience, but the myths or the Kibbutz remain an enigma. How do the younger generation feel who have been brought up in collective nurseries and specially educated for the part they will have to play in the community? This film misses the chance of giving us a unique and inside view of life style quite different from their own.

Cinema Jane Mercer reviews 'Lucky Luciano'

It is a sad fact of life in the cinema that so many good films have to wait so long for a London opening. *Lucky Luciano* may have to wait a while longer than most. It is a film that is well worth waiting for. It is a film that is well worth waiting for. It is a film that is well worth waiting for.

Let my people go Leonard Quart

Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom. By Lawrence Levin. Oxford University Press £9.75. 19 8288 X.

Professor Levine has written a dense, thoroughly researched and intelligible study of Afro-American oral culture. The book demonstrates just how richly textured, original and vital that culture is. Professor Levine does not see Afro-Americans as mere passive victims of an oppressive white society, but as people with a point of view and a cultural frame of reference who were able to respond with some degree of selectivity and intelligence to their environment.

On the side of power

Luciano, who was born in Sicily in 1897 and died in Naples of a heart attack in 1962, is shown as surviving so long and successfully not so much because of his own strength but largely by his shrewd integration with the aims and inclinations of the authorities. He says, "The Mafia is on the side of whoever is in power" and as Rosi has shown in all his films from being opposed to the forces of criminality, the Establishment has an active finger in the pie and a vested interest in retaining an influence in the cinema today.

Compromise, manipulation and a carefully negotiated interdependence of the world, Rosi explores in each of his films and it would be naive to think that despite their Italian setting the situation which he examines is confined to that country. His concerns is not what makes his protagonists sick, their private faces. He is bent on revealing the motivation for our effect of their public personas and because he does so with such technical skill, such intellectual clarity and yet such emotional impact, he should be recognized as one of the most important directors working in the cinema today.

Cinema

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Music The food of love? J. M. Thomson

Music and Society since 1815. By Henry Raynor. Barrie and Jenkins £6.00. Baroque, Classical, Romantic and Modern Music for Flute. Expanding Music Series. Edited by Peter Westall. Doosy and Hawkes £1.50.

Music and Society since 1815 brings Henry Raynor's Social History of Music up to the present day, with a discussion of "music in a fragmented culture". The economic background of music is his particular strength; indeed, it was a radio talk on the subject which brought about the commissioning of the series.

He quotes from recent questionnaires on composers' earnings that about 10 British composers can afford to live comfortably from their music, and that average earnings of a sample 575 composers in 1971 were £185. The latest Performing Rights Society information is that 3 per cent of its members (both popular and serious) received £5,000 or over. Our musical treasury favours star performers, Henry Raynor pro-

Ballet Chance in a million Rosemary Hartill

For the last three weeks children aged 11 and over have been coming to Ilkley College, Yorkshire, to take part in a residential ballet course steered by teachers, accompanists and lecturers. Among them are Iams Brenna, ballet master of the Royal Danish Ballet, Wayne Sleep of the Royal Ballet, Madame Irina Baronova, Alexis Rassin, formerly premier danseur of the Royal Ballet, Peter Clegg, ballet master of the Northern Dance Theatre, and Joan Lawson of the Royal Ballet School. Last, and certainly not least, is Dame Alicia Markova, to whom Makarova herself still goes for advice.

The man responsible for bringing together this outstanding collection of people to children who otherwise would not have a chance of being taught by professionals of such calibre is 35-year-old David Gayle. Formerly a dancer with the Royal Ballet, he was born in Ilkley. He says he still remembers vividly the excitement he felt as a child watching Makarova dance at Bradford. This is the third residential course out of 12 that he has run at Ilkley.

All the children come for at least a week. It takes a little while to assess where they need most help," says Peter Clegg. "After a day or so they've got over the posing, and we can demand much more concentration and brainwork from them, making of them what they didn't know they could do, and providing a bagel which they can work on later."

One of the most remarkable aspects of this course is that the children are accepted on a first come, first served basis. This year five students came over from Canada. David Gayle says that in future the only principal of selection will be to give priority to British, and especially Yorkshire, children. Don't the teachers find it frustrating working with children who have no great potential as dancers can develop into marvellous choreographers, notators and teachers?" Markova emphasizes the importance of reaching the children when they are young. "Even if they don't continue in the ballet world, the self-discipline they learn helps them in later life." And then there is the benefit to ballet teachers who come along to observe the classes.

To see and hear Markova is an inspiration in itself, a distillation of years of experience, the sharing of part of the incomparable heritage of the Russian classical dance. At 67, she looks about 50, in white trousers, a red and black stylish shirt, gold earrings and bracelet. "You did that beautifully," she says to a young dancer, "but you let it lapse. You must sustain the movement to its close, yes?" She demonstrates with a gesture that evokes a glimpse of her legendary dancing. "Use your breathing to help you. It makes it exciting to watch them, and to do."

Poetry North of the border Shirley Toulson

Scottish Poetry Nine. Edited by Mervyn Lindsay, Alexander Scott and Roderick Watson. Penguin New York £2.75. 8563 5 205 3. £1.75. 85635 206 3.

Mr Nye's contribution, a lusty, visceral avocation of autumn, is also included in his new collection. Most of the poems in this volume are, however, more literary and several are directly inspired by the poet's own reading. There is a sonnet for Samuel Johnson, an anecdotal poem for Robert Service, and a surreal vision for Henry James. Many of the other poems deal directly with the craft of verse, and in "Exurgition" which forms the central part of the book, that concern is mingled with a celebration and record of love. The collection also includes a masque on the theme of the seven deadly sins, commissioned for the Strirling Festival in 1973.

# Summer Break

## Summer modules

I called in at Warwick University the other day to have a look at the Open University summer school which is meeting there. I am an Old graduate myself, of course—ono of the Great Pioneers who went through in the days when the computer worked by steam and we were always getting letters telling us to ignore the previous letter. No doubt they have it all sorted out by now.

Several courses are holding their summer school at Warwick, but I went particularly to have a look at D101, the social science foundation course which many graduates will remember in its earlier form as D100. Many teachers are either taking this course or are thinking about it, and it struck me that a word about the summer school might be useful to them.

The aim of the summer school is to enable students to put into practice some of the skills and knowledge which they have gained from the course. There are three "modules", taken by all students in turn, each occupying two days. These are on, respectively, business and gender in society and an international crisis. The last one is a simulation game about the Balkan conflict before the Great War.

I sat in on a group which was being introduced to the housing module. Open University students are notoriously eager to get on, and impatient with anything that looks like waffle or time-wasting, and the lecturer rose to the occasion by giving a sparkling performance which, to be fair, had probably been honed by several previous deliveries.

Two things especially impressed me about this session. One was the fact that students were not afraid to interrupt—it was not in other words, like one of those formal university lectures where questions are left to the end. Many students, indeed, were determined that the lecturer should not get away without fully grasping the present point.

Some of the questions were very perceptive, and if the lecturer never actually said "That's a very good question, but you asked me that" he came pretty close to it at times. The other thing was that over the years, OU lecturers have clearly become both adept and ruthless in dealing with the student who wants to hog the proceedings. From my own days I recall many occasions which were rendered futile and embarrassing by the continuous interjections of one person.

A chat with some students afterwards confirmed that there is prob-

bably a greater willingness these days on the part of staff to move in and openly squash such a person when it becomes necessary. Having little experience of undergraduate work in conventional universities, I am led to wonder whether the same problem applies there.

The summer school is very intensive; the feeling that there is not a moment to lose is even greater than it was when I was a student. There are evening lectures—optional but everyone seems to go—and lunchtime remedial sessions on tricky bits of the course. In addition, tutors and counsellors are kept busy with individual enquiries and discussions. The whole thing seems purposeful, imaginative and interesting.

On the car park at Warwick I found two smiling policemen making long black and white marks with an estate car. They were producing visual aids for a lecture on the subject in some foreign policeman. Like all experts, they were glad of an opportunity to oblige their knowledge, and I now claim an expertise in the subject of stikology probably unrivalled among the teaching profession.

## Science in Aston

From Warwick, to a new university of a different sort—Aston, in Birmingham, where preparations are well advanced for the 1978 annual meeting of the British Association for the Advancement of Science, taking place during the first week in September. Howard Atherton, the organizing secretary, presides over a room full of helpers, leading with the mountain of paper necessary for looking after the occasionally idiosyncratic needs and wishes of more than 1,500 visiting scientists.

Those who plan to attend can take comfort from the fact that he does not seem to be a man likely to lose any battle, let alone one with a heap of forms and pamphlets. Aston, as this year's host, has made a major effort to increase the amount of financial support and sponsorship from commerce and industry.

One result, of interest to teachers, is the setting up of the Lloyd's Bank science forums. This consists of six 30-minute recorded discussions between senior secondary pupils and distinguished scientists on a variety of themes relevant to the areas being explored at the British Association meeting. The tapes are being used by local radio, and are also available, with notes, from Mr Atherton at Aston University at £1 a set, plus 25p post and packing.

The education section of the British Association is taking as its theme "Improving the Quality of Education". Alfred Yates, director of the NFER, will make his presidential address on the contribution of research. Other areas to be explored are the education of the mentally handicapped, educational disadvantage, education and industry, and the teaching of science.



"And you should hear the French I learned while waiting at Heathrow."

## Radio Brum

While I was in Birmingham I sought out the offices of BBC Radio Birmingham with a view to finding out about their educational work. Radio Birmingham is housed in the huge Peabody Mill building, along with a major part of BBC television.

The education producer at Radio Birmingham is Roger Thomas, himself an ex-teacher—he was once head of a school in Uganda. The station puts out about four programmes a week for schools.

Most of them are devised and produced by teachers, and are very simply constructed—Thomas believes strongly in a straightforward format for educational programmes. Typical of them are *Contact and Conflict*, which is about race relations, and *I Remember*, which consists of talks and reminiscences by people who were born before 1900.

Up to very recently Thomas had the help of teachers seconded from one or another of the 10 local authorities which the station serves. These teachers worked closely with him and were expected to run their own programmes—in many cases they have kept in contact after going back into school and still do this. Spending cuts, however, have inevitably brought this secondment to an end, although teachers are keen to resume it as soon as conditions allow.

Local radio school programmes have a flavour different from those of the national network. For one thing they have to be of some interest to the general listener, so that people are not provoked into switching off. Obviously, too, they are likely to have a local atmosphere and content, and Roger Thomas feels that local voices, particularly, are very important in this field.

The key element, though, is the degree of participation by teachers. What this means, essentially, is that any teacher or group of teachers

with a good programme idea has the chance not only of seeing it come to fruition but of helping to produce it.

In one sense, of course, there is an educational flavour to the whole of BBC local radio. Certainly a programme like "Radio Brum Club" on Saturdays—a sort of radio youth club, with pop music and interviews—is doing a great deal for the youngsters who listen and take part. Involvement has reached a high level in this particular programme, and with the agreement of unions, boys and girls take a very active part not only in presenting the show but in running the technical side of broadcasting it.

Like any headmaster, Roger Thomas points with pride to those of his "old boys" who have gone into journalism, television and radio after being involved with Radio Brum Club.

The big limitation at Birmingham is the amount of studio time available for recording. Some local radio stations are rather more fortunate in this respect, and Thomas feels there is a case for L.A.s providing their own studios, which could be used by schools for recording purposes as well as by the local station.

The message for teachers in all this, it seems to me, is that we can make more use of our local radio stations than we do. As Thomas says "Local radio is available, but it is up to teachers to come and make contact".

## Assessing teachers

A couple of weeks ago I took issue with W. S. Bunnell, head of the Queens School, Bushey, over a letter he wrote to the *Daily Telegraph* about incompetent teachers. Mr Bunnell has now sent me a copy of a paper he wrote in the *Headmasters Association Review* in May this year on the subject of assessing teachers. I found this very interesting.

What he is discussing is some sort of regular written assessment of teachers by heads and senior colleagues. It would be the duty of the head or head of department to discuss the assessment with the member of staff concerned.

This kind of procedure is used in various other walks of life—in the BBC for example, as I discovered in talking to people there when I visited Radio Birmingham. It seems to me that a system of regular written assessment of teachers is in regular, established use in commerce acceptable to all sides and does not, in fact, have any adverse effect upon personal or working relationships.

One thing in favour of it is that it would make sure the good teacher received some recognition of his work, something which is often missing at present.

## Petty neurotic

Holidays are traditionally used for catching up with reading, and this summer I made my first acquaintance with the writing of P. Petty. He was a neurotic, and who spent his life in a semi-detached condition in the Black Country, earning a living from tip-scavenging and scrap metal gathering.

The book I read is called *Face* and is a gripping account of a long battle which he fought against mental disturbance. One day he saw a man, himself called disturbed, who was afflicted with great spasmodic jerks of the head and jaw. The vision of this man began to haunt him.

In one passage he tells how he overcomes his horror of going outside ventures in the public like in the library, the vision of a face.

"Flash! A sudden, instantaneous electric-like aback fleshed the my whole being, and instantly, man was before me. Flash! He was throwing his head back, and the air at rapidly increasing intervals. Flash!—I felt like him, and a tremendous tremor glowing beneath the point of chin, shook me."

All through this, he lives a mere existence on tips and in yards. The whole is brilliantly told, intensely moving and often funny.

At last, the catch is that neither book nor a readily even by one, *Five Fags a Day*, are printed. I cannot understand this, I hereby make a plea for a re-edition of John Petty's work.

The *Face* was published by Corgi Books, now Wilton House Gery, who tell me they have a few copies left if anyone wants one. Wilton House Gery, 16 Regency Square, London, SW1.

## ... off

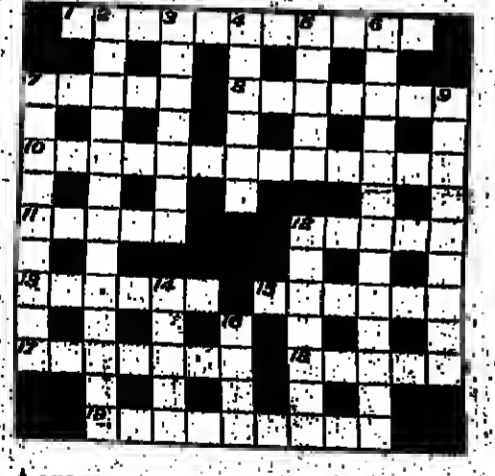
The scene is an inner city shareture playground. A West Indian boy lies screaming and kicking on the ground having been relieved of a piece of equipment he should have had. "Give me a toy . . . ing ball back." The leader, a charming Irish lad, tries to mc with a smile, "Cheeky little devil, isn't he", she twinkles.

Gerald Haig

## Next week

Martin Westbury questions some of the motives and methods behind William Golding's obsession with moral evil. Books: A. H. Halsey reviews Mary Warnock's *Schools of Thought*; reviews of books on politics and society. Ted Hughes discusses philosophy, imagination and poetry in education.

## Crossword No 1,100



- ACROSS**
- Where the operator plays 11 with the director? (11)
  - Given for deductions (5)
  - Visual old in the search for good beer (7)
  - Do her pupils give 19 Did Nelson's confederer chocolates? (19)
  - Babarboos? (5)
  - Chapter in verse (3)
  - Subterranean city in Wiltshire (6, 8)
  - Inhibitor who goes the whole hog (7)
  - Seat of learning (3)
  - Did Nelson's confederer run sturdier risks? (9)

## Down

- Committee for the R.O.C. (8, 9)
- The paper's son owns his own drums (3, 4)
- Drunk for well being (6)
- Gay's beggars-description (5)
- Lacks polish, unlike Ethelred (5, 3, 5)
- Refuse collectors in Custard St (4, 5)
- Moby Dick's major enemy (3)
- He chook an old way for talking tales (7)
- No need for freezer in this residence (5)
- Marble in London, ambassador to Paris (11)

**Solution to Puzzle No 1,099**

W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
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W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S
W	E	S	T	E	R	B	E	R	S	E	T	E	R	E	S

## Chess

**The Unsound Plan**

I have spoken much in this series of articles about the vital necessity of formulating a plan; but, it seems to me, looking back along the line of past articles that I have not mentioned at all the consequences of formulating a bad or unsound plan.

Feeling, as I have been animated by the thought that the readers of this column would never form a bad plan or it may be that I have been held back in this respect through my remembering only too well how many bad plans I have managed to form over the past 50 years both at and away from the chessboard.

Anyway, let me firmly state now that while a bad plan is still preferable to no plan at all, such a plan often leads to disaster. What happens, if the plan is a poor one and the opponent is of sufficient calibre to exploit its weaknesses, is that, as the game proceeds, so increasingly and finally one's pieces in the wrong position and the loss, suffering is the action of one's own pieces.

A bad plan tends to thwart one's development and to make those pieces that are developed get in the way of the development of one's remaining pieces. Poor plans fail to solve the problems of development permanently, and they also tend to meet with the disastrous result of any type of balanced activity. They are, in short, unsound.

King in jeopardy and weaken the pawn position.

I could go on adding crime after crime to this account of anti-positional folly but will content myself to give an illustration of the error in the quarter-century match played at Rotterdam this year between two possible rivals for world championship honours.

White: Portnab, Black: Larsen

Q-1 Kings-Indian Defence, Position after 15... P-B4

(a) Better was the complete turn of this Bishop by 8... B-B5 since on Q2 it merely gets in the way of the other pieces.

(b) The penalty for the set-up Black has adopted in most of the pieces are developed the wrong squares.

(c) All part of his unsound plan but nevertheless to surrender ground in the centre in this makes for trouble. Better 12... Kt-B2.

(d) 14, B-K3 was stronger than for 14... Q-K2; 15, B-Q-R6 gives a position in which not clear how White is to meet or increase his pressure.

(e) A better chance of an attack here lay in 14... B-B2.

(f) A horrid move; but only of this bad plan. If instead 15, Q-B2; 16, B-B5; R-K3; 17, B-K3.

(g) This powerful move can all kinds of threats, including, in fact, 17, B-K4, B-K3, B-K5, Q5.

(h) Forcing the win of the change.

(i) The win of the advantage opens up fresh lines of attack. White.

(j) Or 24... Kt-B3; 25, Kt-K1; 26, R-KB4.

Harry Golombek